DOCUMENT RESUME

ED 090 183 SP 007 912

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TITLE	Module Cluster: IFE - 001.00 (GSC) Basic Terminology and Analysis of Writings Concerned with Educational Issues.
INSTITUTION	Glassboro State Coll., N.J.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	13p.; See related documents SP007907-911, SP007913, SP007915-918, SP007920-921, and SP007933
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	Analytical Criticism; *Educational Philosophy; Educational Research; *Educational Trends; Performance Based Teacher Education; Performance Criteria; *Teacher Education; *Teacher Programs
IDENTIFIERS	Modules

ABSTRACT

This document is one of the module clusters developed for the Camden Teacher Corps project. The purpose of this module cluster is to enable students to define and use basic terminology in the discussion and analysis of educational issues, to use various approaches in studying an issue, and to apply critical analysis skills to written and spoken data and points of view concerning educational issues. The following modules are grouped in this cluster: a) Definition of Terms, b) What is an Educational Issue? c) Examining an Issue, d) Critical Analysis of Educational Writings, e) Critical Analysis of Goal Statements, and f) Educational Policy. For each module, objectives, prerequisite, preassessment, instructional activities, postassessment, and remediation activities are stated. (JA)

ED 090183

Module Cluster: IFE - 001.00 (GSC)

Basic Terminology and Analysis of Writings Concerned with Educational Issues

Dr. R. D. Zahn

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SP 007 912

Department of Elementary Education

Reference System Designation:	IFE - 001.00 (GSC)
Program:	Seventh Cycle Teacher Corps Program at Glassboro State College, Glassboro, New Jersey 08028
Component:	Issues in Foundations of Education
Module Cluster:	Basic Terminology and Analysis of Writings Concerned with Educational Issues
Developer:	Dr. R. D. Zahn
Date of Development:	Summer, 1973

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare.

State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

August 6, 1973

Dear Colleague:

Our involvement in the Camden Teacher Corps Project has resulted in the development of several module clusters. The clusters are the primary mode of instruction in this competency-based teacher education program. The program follows the guidelines set forth by the U.S. Office of Education, Department of H E W.

Many of these modules are based on a list of teacher competencies which has been developed by members of the Elementary Education Department. The list represents the core competencies and is intended to be representative of a behavioral approach to teaching. These competencies comprise the nucleus of Glassboro's teacher education program.

All these modules specify competencies and describe a scenario for self-paced learning in a field oriented setting. Clearly this is a process which is in marked contrast to the accumulation of credits acquired primarily in college classrooms.

We invite your use, criticism, and refinement of these modules as a means of joining us in creating a more generative climate for developing competent, open, and hopefully healthy-minded teachers.

Sincerely yours,

F. Goodfellow

Frank Goodfellow
IHE Coordinator-Camden Teacher
Corps Project
Chairperson, Elementary Education Dept.

Instructions for Using a Glassboro State College Module Cluster

A Glassboro State College Module Cluster aims at arranging a learning experience in a very specific way. The goal of the cluster is to facilitate successful, self-paced learning for the student.

1. Glassboro State College module clusters are intended to be used by students with the cooperation of an instructor. The instructor will give a brief explanation about the particular modular cluster. This should include the rationale for the cluster as well as general arrangements for completing the module.

2. After the initial meeting with the instructor, the student can begin work on the module cluster. Within a cluster the modules are presented sequentially.

3. When a student begins to study a module, he should first read the Objective, Prerequisite, and Pre-assessment sections. A number of alternatives are then available. For example, the student may decide after reading the pre-assessment procedures that he is competent in that area. He may then complete the entire pre-assessment and discuss the results with the instructor. The instructor will then be able to verify the student's competence.

4. A second choice is possible if the student feels unsure of the material as presented in the pre-assessment. He can then skip the pre-assessment and complete the module step by step, including the post-assessment procedures.

5. The instructor will consult with the student after the post-assessment is completed. At this point if the student and instructor feel the competency involved has been demonstrated, the student will move to the next module in the cluster. If the post-assessment reveals some deficiency, remediation will be assigned and another form of post-assessment will then be used.

IFE - 001.00 (G3C) Basic Terminology and Analysis of Writings Concerned with Educational Issues.

General Objectives of the Module Cluster

The purpose of this module cluster is to enable students to define and use basic terminology in the discussion and analysis of educational issues, to be able to use various approaches in studying an issue, and to be able to apply critical analysis skills to written or spoken data and points of view concerning educational issues.

Module Cluster Rationale

It is assumed that teachers are in a position to make decisions related to both personal and professional life, and that the quality of these decisions can be improved if the person studies the various aspects of the problem in a systematic manner viewing not only the values and opinions held by others but also ways in which empirical data is combined with personal values to create a particular position.

Module Cluster Prerequisites

There are no specific prerequisites for this cluster other than an ability to read, and to write cogently, and hopefully an open mind.

Modules Within This Cluster

IFE - 001.01 (GSC) Definition of Terms

IFE - 001.02 (GSC) What is an Educational Issue?

IFE - 001.03 (GSC) Examining an Issue

IFE - 001.04 (GSC) Critical Analysis of Educational Writings

IFE - 001.05 (GSC) Critical Analysis of Goals Statements

IFE - 001.06 (GSC) Educational Policy

IFE - 001.01 (GSC) Definition of Terms

Objective

The student will, without aid, be able to identify the meaning of the following terms according to the standards in Terms Used in Issues Course:

assumption	goal
belief	opinion
ceremonial language	policy
educational theory	value
fact	value judgement
function	

Prerequisite

None.

Pre-assessment

Paper and pencil test. Competence will be certified at the 90% level.

Instructional Activities

1. Class discussion
2. Read Terms Used in Issues Course by R. D. Zahn
3. Read preface of Conflict and Decision by Rich

Post-assessment

Paper and pencil test.

Remediation

Re-read Terms Used in Issues Course; discussion and clarification with the instructor on an individual basis.

IFE - 001.02 (GSC) What is an Educational Issue?

Objective

The student will, without aid, in writing or orally be able to describe the characteristics of an educational issue according to Rich.

Prerequisite

Successful completion of objective IFE - 001.01 (GSC) Definition of Terms; attendance in class.

Pre-assessment

None.

Instructional Activities

1. Class discussion
2. Read Chapter I pp. 1 - 6 in Conflict and Decision by Rich, J.M.

Post-assessment

Paper and pencil test or oral test.

Remediation

1. Re-read Chapter I pp 1 - 6 in Conflict and Decision, Rich J.M.
2. Discussion and clarification with instructor.

IFE/ - 001.03 (GSC) Examining an Issue

Objective

The student will, without aid, in writing or orally, select an educational issue and describe the various ways in which an issue can be examined according to Examining an Educational Issue; Zahn, R.D.

Prerequisite

Successful completion of objective IFE - 001.02 (GSC) What is an Educational Issue?. Attendance in class.

Pre-assessment

None.

Instructional Activities

1. Class discussion
2. Read Chapter I, pp. 6-22 in Conflict and Decision by Rich.
3. Read Examining an Educational Issue by Zahn, R. D.

Post-assessment

Paper and pencil test or oral test.

Remediation

1. Reread Chapter I, Rich and Examining an Educational Issue, Zahn.
2. Discussion and clarification by instructor.

IFE - 001.04 (GSC) Critical Analysis of Educational Writings

Objective

The student will, with the aid of reference materials chosen by him, be able to analyze in writing a given piece of educational writing, demonstrating the following skills:

1. To extract the control thought.
2. To identify assumptions involved.
3. To identify techniques of persuasion.
4. To note the logic and consistency of argumentation.
5. To note terms and phrases that are vague and open to clarification.

Prerequisite

Successful completion of objective IFE - 001.01 (GSC) Definition of Terms.

Pre-assessment

The student will analyze as per the objective a piece of educational writing assigned by the instructor. Competency to be certified on successful achievement of the five listed skills.

Instructional Activities

1. Class discussion and practice in skills of critical analysis.
2. Read Chapter II in Conflict and Decision by Rich.
3. Read Analysis of Educational Writings by Zahn, R. D.
4. Activity to be planned by students with aid of the instructor.

Post-assessment

Alternate form of the pre-assessment.

Remediation

1. Reread Chapter II, Rich; Analysis of Educational Writings, Zahn; Terms Used in Issues Course, Zahn.
2. Activity to be planned by student and instructor.

IFE - 001.05 (GSC) Critical Analysis of Educational Goals Statements

Objective

The student will, without aid, in writing or orally, be able to take a statement of educational goals for his school and analyze it for clarity of language. The analysis will list terms and phrases open to clarification, definition, and interpretation. It will include an assessment of the relationship of the goals statement to educational practice within the student's classroom.

Prerequisite

Successful achievement of objective IFE - 001.01 (GSC) Definition of Terms.

Pre-assessment

The student will do an analysis of an educational goals statement as per the objective.

Instructional Activities

1. Class discussion and practice in analysis of educational goals.

2. Activity to be planned by students and instructor.

NOTE: While it is not required, it is felt by the instructor that the instructional activities leading to and the accomplishment of objectives of IFE - 001.04 Critical Analysis of Educational Writings would be most helpful if accomplished prior to this activity.

Post-assessment

Alternate form of the pre-assessment.

Remediation

To be planned by student and instructor.

IFE - 001.06 (GSC) Educational Policy

Objective

The student will be able to, in writing or orally, without aid, examine a piece of educational policy selected by him and identify:

1. The central thought.
2. Assumption involved.
3. Language that is vague and open to clarification.
4. Problems that might occur in the implementation of the policy because of lack of clarity.

Prerequisite

Successful completion of objective IFE - 001.01 (GSC) Definition of Terms.

Pre-assessment

The student will do an examination of a piece of educational policy as per the objective.

Instructional Activities

1. Class discussion and practice in the examination of educational policy.
2. Activity to be planned by students and instructor.

NOTE: While it is not required, it is felt by the instructor that the instructional activities leading to and the accomplishment of objectives of IFE - 001.05 Critical Analysis of Educational Goals Statements would be most helpful if completed prior to this activity.

Post-assessment

Alternate form of the pre-assessment.

Remediation

To be planned by student and instructor.

Check-off Sheet for Modules in IFE - 001.00 (GSC) *

Module	Date	Instructor Signature
.01	_____	_____
.02	_____	_____
.03	_____	_____
.04	_____	_____
.05	_____	_____
.06	_____	_____

Student Signature: _____

* To be completed in duplicate.

Check-off Sheet for Modules in IFE - 001.00 (GSC) *

Module :	Date	Instructor Signature
.01	_____	_____ _____
.02	_____	_____ _____
.03	_____	_____
.04	_____	_____ _____
.05	_____	_____ _____
.06	_____	_____ _____

Student Signature: _____

* To be completed in duplicate.

About The College

Located in South Jersey, Glassboro State College is just 20 miles southeast of Philadelphia and Camden. Twenty-five buildings fill the 200 acres of this co-educational college, which has 6,000 full-time and 6,000 part-time students.

GSC offers bachelor's degrees in 8 major areas: professional studies, arts and sciences and fine and performing arts.

In professional studies we offer teaching degrees in areas ranging from elementary through high school.

You can major in one of 15 programs in the arts and sciences, including communications, journalism, law/justice, political science, chemistry and administrative studies (accounting, marketing, management).

In fine and performing arts we offer degrees in art, music and speech and theatre.

GSC also offers an M.A. degree in 20 areas of teacher education.